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ABSTRACT

This paper is a summary description of the Peabody College Right to Read Teacher Preparation Project. The goals of the project are to plan, implement, and evaluate a replicable model for the improvement of the preservice reading program and to develop a program that prepares teachers for work in a wide variety of settings. Project objectives are to reduce illiteracy through improved preservice education and to offer a fully developed and validated model that might be adopted by other teacher training institutions. A three-state approach is being taken to attain the goals: an information base has been established to support the development of the model, the model is being applied to the present preservice program at Peabody College, and the potency of the model will be evaluated with respect to the costs incurred and the benefits obtained. Specific goals for the first and second year of the program are also listed. (TS)

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GEORGE PEABODY COLLEGE FOR TEACHERS
RIGHT TO READ TEACHER PREPARATION PROJECT

PROGRAM NARRATIVE SUMMARY

Imogene Forte

The Peabody College Right to Read Teacher Preparation Project is entitled "Creative Reading-Experience Approach to Teacher Education" (CREATE). The goals of the project are to plan, implement and evaluate a replicable model for the improvement of the pre-service reading program that can be applied to other institutions; and to develop a program that prepares teachers for work in a wide variety of settings.

Project objectives are to reduce illiteracy through improved pre-service preparation in reading, through individualized instruction to improve the teaching of reading of in-service teachers and other personnel involved in this project, and to offer a fully developed and validated model that might be adopted by other teaching-training institutions.

A three-stage approach is being taken to attain the goals: (1) an information base has been established to support the development of the model; (2) the model is being applied to the present pre-service reading program at Peabody College to modify the present program; and (3) the potency of the model will be evaluated with respect to the costs incurred and the benefits obtained.

The first stage of the project involved research to determine what skills a teacher needs in order to teach reading effectively. In-service public school teachers, supervisory personnel and community leaders concerned with reading instruction have formed a board to help the project director finalize program goals. A thorough

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review of the professional literature has been conducted to identify pre-existing exemplary reading programs, and the present reading program at Peabody is being evaluated.

The second stage of the project involves comparing the model program and the present Peabody program to reveal areas of strength and of weakness, and suggestions for modifications. New and varied practicum experiences are being developed. The model will provide a basis for sequencing material to be presented to pre-service teachers.

In the third stage, the adequacy of the model program will be evaluated in relation to project objectives, behavioral objectives for pre-service teachers and service delivery objectives.

IMPLEMENTATION PLAN SUMMARY

Specific goals for the first year were:

1. Establishing an advisory board composed of ten members.
2. Working with Special Education Personnel to identify the skills important in mainstreaming handicapped children.
3. Securing from subject matter specialists suggestions for helping prepare teachers to integrate reading into subject matter areas.
4. Reviewing other pre-service reading programs in Tennessee both to gather data on course and practicum content and establishing dissemination channels.
5. Reviewing the literature on exemplary pre-service reading programs.
6. Developing a model program.
7. Developing criteria for evaluating Peabody's program.
8. Determining the adequacy of Peabody's present program.
9. Determining the adequacy of the Peabody reading program from the perspective of those in-service teachers who have gone through it.

10. Reviewing the content of the four reading courses presently offered.

11. Comparing Peabody's program with the model to identify weaknesses.

12. Identifying areas that lend themselves to modularized instruction.

13. Searching for existing modules that have already been developed and validated.

14. Developing new instructional modules.

15. Testing and modifying modules.

16. Developing potential practicum sites and a sequence of practicum experiences.

Specific goals for the second year are:

1. To provide for a full-scale tryout of the four newly revised reading courses, including modules and expanded practica.

2. To modify procedures when objectives are not reached.

3. To begin practicum experiences for at least two hundred pre-service teachers with the bulk of supervision being provided by the instructors responsible for the reading courses. Students will be expected to demonstrate skills gained through course work, including modules in the various practicum settings.

Imogene Forte, Director